



School SEND Information Report for Lostock Hall Academy

September 2017

SENDCo – Miss Vicky Gregson

SEND Governor – Mr David Roocroft

All students are entitled to a broad and balanced curriculum, suitably differentiated to meet individual needs. It is our policy to assist all our students to achieve their full social, emotional and academic potential, both within the school community and in wider contexts. Provision will be made for those whose needs are not easily met within the normal academic and pastoral curriculum so that they may remain as fully integrated as possible.

Lostock Hall Academy recognise that SEND (Special Educational Needs and Disabilities) is most effectively managed within a staged and graduated approach. Intervention will be carefully managed in conjunction with support and advice from specialist services, where appropriate, in order to meet the needs of the students as comprehensively as possible.

What does having special educational needs mean?

Definition of Special Educational Needs & Disabilities; The Code of Practice (2014) states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

How does the school identify that a child has a special educational need?

The SENDCo and Transition Manager will liaise with all primary schools to ensure that information on students is shared effectively, in line with the local authority transition protocol.

At the start of year 7, this information will be used alongside data from Primary Schools to ensure that students who may need additional support are identified. Once needs are identified, a graduated response to supporting the students need will be initiated. Where relevant the SENDCo/SEND Officer will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers.

The SENDCo will also listen to and liaise with the young person and their parents / carers as necessary, to assist in assessing the needs of the young person.

Details of each pupil with Special Educational Needs including the nature of their learning differences, recommended teaching strategies, strengths, history of provision will be available to all teaching staff. All teaching staff will be made aware of this information and informed when any significant changes are made. Folders are provided for each subject area containing relevant information and are update where necessary by the attached teaching assistant.



It is the responsibility of all staff to trigger the internal referral system should they have any concerns that a student may have previously unidentified Special Educational Needs. Their concerns, shared initially with the Behaviour for Learning Team, will be passed onto the SENDCo at their weekly meeting.

All students identified on the SEND register have regular assessments and reviews (3 times a year) within the academic year and SEND students are fully included in this process. Where a student has an existing statement of Need or an EHC Plan this will be reviewed at least once annually in line with recognised guidelines. At such reviews both the student and parents will be invited to give their views and engage fully in the review process. Termly SEND drop in sessions with the SENDCo will be held, with parents and carers of all students identified with SEND invited.

How will the school support students with SEND?

At Lostock Hall Academy progress of all young people including those with SEND is the responsibility of the class teacher. SEND needs will primarily be met through quality first teaching.

There are a range of interventions available to SEND students including;

- Specialised adaptations of resources
- Differentiation within the classroom
- Small group work both internal and external to the classroom
- Key workers
- Individual / group in class support
- Access arrangements for examinations and controlled assessments
- liaison with parents / carers of students with SEND
- Open door policy within the learning support department (E6) before school, at break and at lunchtimes, supported by members of the staff team
- Individual study programmes
- A range of board and computer games for pupil use
- Mentoring services
- Drop in sessions with the school nurse.
- Inclusion facilities
- Personalised Learning Centre
- Specialist teacher provision
- Access to a range of outside agencies such as educational psychology, CAMHs, sensory support

In line with the Equality Act 2010 the school has and will continue to make reasonable adjustments to promote the fullest possible integration of students with SEND. Teaching assistants are available to support in practical lessons where appropriate.

The SENDCo/SEND Officer works closely with specialist advisory teachers from the local authority to ensure that all students have the best possible opportunity to access facilities in school. This may involve purchasing specialist equipment, for example the use of radio aids to support Hearing Impaired students.

The school budget includes money for supporting children with SEND. This money is used to secure equipment and develop facilities for students with SEND from sources such as Lancashire County Council and Specialist Teacher institutions.

The Senior Vice Principal and the SENDCo discuss all the information they have about SEND in the school, including:

- ✓ the children getting extra support already
- ✓ the children needing extra support
- ✓ the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.



Who are the best people to talk to in this school if I think my child might have a special educational need?

At this school we operate a graduated approach to student need. The vast majority of concerns can be dealt with by the form tutor or class teacher. If the concern persists the form tutor will refer to the Behaviour for Learning Team for the year group and the class teacher will refer to Head of Department. If there are still concerns that needs are not being met, then a consultation with the Special Educational Needs and Disabilities Coordinator (SENDCo) may be arranged.

The primary process for referrals to the department are through the Behaviour for Learning Team, having been informed of concerns through form and classroom teachers. A meeting is held weekly where these referrals are passed to the SENDCo.

Who is the person responsible for children and young people with SEND?

At Lostock Hall Academy progress of all young people including those with SEND is the responsibility of the class teacher. The overview of SEND students is the responsibility of the SENDCo, Vicky Gregson, who will monitor, coordinate and evaluate provision of these students.

The school also offers in house student mental health support where appropriate alongside our well established Behaviour for Learning Team which extends to peer mentors.

Please contact Vicky Gregson via the main school number 01772 336293 or email v.gregson@lostockhallhigh.lancs.sch.uk

What training or specialist expertise do your staff have around SEND?

The school places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the school and SEND training is part of this staff training.

The SENDCo is working closely with the Senior Leadership Team to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of current students and changes to practice, such as the 2014 SEND Reform and Code of Practice. The SENDCo is currently undertaking the National Award for SEND Coordination and is a qualified teacher. Her role is also as the Designated Teacher for Children Looked After and training and information transferable to SEND is accessed through this role.

Current support available funded by the school includes:

- ✓ SENDCo
- ✓ SEND Officer
- ✓ Teaching Assistants
- ✓ Key Worker Support
- ✓ Pupil Mental Health Worker Provision
- ✓ Specialist Teacher Input (Literacy and Numeracy)
- ✓ Specialist Teacher for Specific Needs (e.g. teacher for the deaf)
- ✓ Educational Psychologist Provision
- ✓ Behaviour for Learning Team

Provided and paid for by the Health Service but delivered in school:

- ✓ School Nurse

How are parents/carers and children with SEND supported to share their views and concerns and work alongside the school?

The new school SENDCo seeks to establish open dialogue and good working relationship with all parents/carers and students with SEND often before they join the school in Year 7. She actively seeks to fully engage them in the education process seeking their views and advice both at formal reviews and throughout a pupil's career at Lostock Hall Academy.

Students are allocated key workers who regularly meet with them and pass on any concerns or problems to the SENDCo and SEND Officer.

The SENDCo welcomes contact and discussion with parents and carers through face to face meetings, telephone conversations or email.



Parents can also access Lancashire Parent Partnership for external, impartial advice any time. The Common Assessment Framework (CAF) is a multi-agency approach which is used to support those families who are facing challenges.

Students are involved in planning and review meetings as appropriate. Their views may be sort in advance via key worker or Teaching Assistant.

Who is the person I should talk to if I have a concern about the support being provided for my child at school? How can I share my concerns or make a complaint?

- ✓ Regular communication between home/school is essential and central to the child's progress. Phone calls, letters or email may be used to support/initiate communication with you.
- ✓ Classroom teacher/form tutor as an initial contact are regularly available to discuss progress, concerns and share information about what is working well at home and school, so that similar strategies can be used. Behaviour for Learning Team and Heads of Faculties may also be contacted should the concern warrant this.
- ✓ If you are not happy concerns are managed, Vicky Gregson, SENDCo is available to discuss progress; all information from outside professionals will be discussed with you with the person involved directly, or where this is not possible in a report.
- ✓ If concerns remain, please contact the Governors
- ✓ Any formal complaints should be made through the Academy Complaints Procedure.

Where can I find information about the Local Authority's Local Offer for children and young people with SEND and their families?

The local offer is available from the Lancashire County Council Website.

How does the school support children with SEND and their families when they join or leave the school?

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible.

The learning support team are actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education.

As children approach the transition point, school will help students and their families with more detailed planning.

If your child is moving to another school or college the current school will:

- ✓ Contact the school SENDCo
- ✓ Year 6-7 - The school will organise appropriate transition and enhanced transition for those for those who require it liaising with Primary schools and parents.
- ✓ Information collated by the transition coordinator, Mr Gornall, during his Primary visits will be passed to the SENDCo.
- ✓ The SENDCo, Vicky Gregson will, where requested, endeavor to attend Year 5 and or year 6 annual reviews.
- ✓ Year 9 will engage with YPS to help them explore their aspirations and how different post-16 education options can help them meet them.
- ✓ Year 10/11 – the school will continue to help exploration of specific post-16 options and assist with the application process. Students will explore their post 16 opportunities through individual specialist career advice.
- ✓ Information regarding the needs of the students will be shared with the next educational provider and support transition visits will be facilitated where required.
- ✓ Information will be shared with key staff as appropriate.

Further information to support this document.

Please see the Academy's Special Educational Needs and Disability Offer on the website and the SEND Policy, available from the Academy.